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Progress of State Department of Education Committees

VIERLING KERSEY, *Superintendent of Public Instruction*

Announcement was made in the August, 1933, number of *California Schools* that the California State Department of Education had selected five problems of major significance to public education in California for intensive study in the immediate future. These problems were:

- I. Local Units of School Administration
- II. Tenure of Professional Personnel
- III. State Support of Public Education
- IV. Public Education and the Public
- V. Reorganization of Educational Programs

Involved in the plan for attacking these problems was the appointment by the State Superintendent of Public Instruction of a series of committees composed of representative educators and laymen throughout the state to cooperate with the State Department of Education. It is the function of each of these committees to study the problem assigned to it and to make recommendations thereon, including proposals for legislation, to the State Department of Education. The personnel of these committees and a brief statement concerning each of the five major problems appeared in the five consecutive numbers of *California Schools* beginning September, 1933. The announcement of the plan for studying these problems has aroused wide interest throughout the state among both educators and laymen. Many communications have been received by the State Department of Education recognizing the fundamental importance of the solution of these problems to the educational welfare of the state, and expressing confidence in the ability of the committees to formulate satisfactory recommendations. Approximately six months has elapsed since the first meeting of one of these committees, and it is proper at this time that a report of progress be issued.

LOCAL UNITS OF SCHOOL ADMINISTRATION

The committee on Local Units of School Administration is composed of three members of the State Department of Education, three county superintendents of schools, four representatives of university departments of education, and six laymen representing various interests. This committee met first on October 7, 1933, and has held seven

meetings to date. At the opening meeting the committee determined upon the following purposes as a mode of attack upon the problem:

1. To approach perfection in giving equal opportunity in education to every child.
2. To maintain democracy in free public education.
3. To establish without break a unified educational system from the kindergarten to the university.
4. To establish units of administration in keeping with present day needs.
5. To broaden the base of educational financial support.
6. To eliminate waste.
7. To bring to the service on governing boards of school districts the most effective citizens.

Early in the course of the committee meetings it became apparent that information concerning existing conditions, not only in California but in other states, would be necessary to a satisfactory solution of the problem. Consequently the literature on the subject of local units of school administration was carefully studied by the committee. In addition, a questionnaire bearing on the question, "Is a larger unit of administration desirable?" was directed to county superintendents in the State of California and to state superintendents of public instruction and commissioners of education in the other forty-seven states. Both groups proved to be very largely in favor of larger units of school administration.

As a result of its deliberations the committee has reached the conclusion that legislation should be enacted to provide ways and means for the establishment of larger units of school administration. The plan proposed by the committee involves (1) retention of democratic control in school administration, (2) consolidation of elementary and secondary school administration, (3) greater efficiency in school administration. The chief features of the proposed plan are:

1. Consolidation of elementary, high school, and junior college administration in city districts where boundaries of the three types of districts are coterminous.
2. Creation of a new type of school district to be known as a community school district in which elementary and secondary school administration will be unified under a single board of education and professional school executive.
3. Establishment of a State School Redistricting Commission to prescribe minimum standards for establishment of community school districts.

4. Establishment in each county of a County Survey Committee to study problems of school district organization and to recommend reorganization of existing units to provide the appropriate city and community school districts in accordance with the standards prescribed by the State School Redistricting Commission.
5. Submission of the proposals of the County Survey Committee to the voters of all areas affected by proposed reorganization plans and provision for majority vote in each such area before reorganization is established.

The details of the necessary legislation will be worked out by the committee in a series of meetings in order that every safeguard to the rights of children shall be established in the light of the principles previously enunciated.

The earnestness and sincerity of purpose with which each committee member has approached the problem has made possible the reconciliation of divergent opinions and the formulation of the plan for creation of larger units of school district administration in California.

TENURE OF PROFESSIONAL PERSONNEL

The Committee on Tenure of Professional Personnel, composed of representatives from the California School Trustees' Association, the California Teachers Association, and the California State Department of Education, held its first meeting in Los Angeles November 11, 1933. Each organization represented on this committee had determined its own representation.

The purpose or objective of the committee was, first, to determine whether existing teacher tenure legislation is adequate and satisfactory in terms of the needs of the schools and the profession and, secondly, to recommend to the Superintendent of Public Instruction such proposals as the committee may determine which tend to remedy those difficulties now existent.

In order to furnish a basis for future deliberations of the committee, the first question discussed was: Is there need for state legislation upon the subject of teacher tenure? Argument was advanced that local boards of trustees were elected to control the schools of their respective districts for the educational interest of their children. One of the major problems of any school system is the selection and retention of personnel. If any board abused this power, the law provided means of removing or not reelecting those members guilty of such abuse. Therefore, boards of trustees should be intrusted with the right to employ and discharge personnel without statutory restriction. On the other hand, particularly during times of depression with the pressure of

large numbers of unemployed teachers and the demand for reduction of operation costs, some boards need the protection of state legislation to withstand outside pressure. It was agreed that those boards holding to reasonable regulations regarding retention of worthy personnel had nothing to fear from a reasonable teacher tenure law, while those boards abusing such power should be restricted by a state statute. On this basis, it was agreed that a state teacher tenure law was desirable and necessary.

The second point discussed was: Is the present teacher tenure law satisfactory in protecting the rights of efficient teachers? It was felt that the present law did more than protect the able teacher; in many cases, because of the extended procedure necessary to discharge an unfit teacher, it was causing the retention of some teachers who should be removed. Some boards of trustees are refusing to bring action in the courts for the final dismissal of teachers who have appealed an earlier dismissal by such boards. In order to evade this situation, many boards have been and are automatically discharging all teachers at the close of their probationary period. All members of the committee agreed that some revision of the present teacher tenure law to provide for the elimination of the unfit teacher was necessary. It was further agreed regardless of the merits of the present tenure law that some revision on this score is necessary in order to prevent the evasion of the present law which has become widespread and is the cause of defeating tenure in fact.

The third point for discussion was: What modifications of the present teacher tenure law should be made to insure tenure in fact? Space does not permit the description of all of the plans discussed.

At the last meeting of the committee held in Oakland November 25, 1933, it was agreed that the major point at issue in the present tenure law was the question of the right of a teacher, dismissed after hearing by an employing board for just cause, to a retrial on the basis of both fact and law in the superior court. Trustees are opposed to such a practice on the grounds that a court trial after a board hearing in which all the evidence against a teacher is presented places the board on trial as well as the teacher. Their unfortunate experience with court trials has convinced them that there should be but one trial on the basis of fact and it was their preference that such a trial be before a jury of professional teachers and trustee members. Upon an agreement of this principle the following recommendation was accepted with one dissenting vote:

There shall be constituted four regional Boards of Review, consisting of five members and their alternates, who shall be appointed in the following manner: Two members and two alternates chosen by California School Trustees' Association for each of four districts from not

less than twelve names submitted for each regional board by the California Teachers Association, and two members and two alternates chosen by the California Teachers Association from not less than twelve names for each regional board submitted by the California School Trustees' Association, and a fifth member and his alternate chosen by these four for each regional board, and that the one so chosen shall act as chairman and that each one of these regional boards shall serve from July 1 to June 30.

Many other problems connected with the question of teacher tenure were brought up but not discussed because of the feeling that the above recommendations involved a principle which should first be accepted or rejected, by both the California School Trustees' Association and the California Teachers Association before minor related problems were discussed.

The committee formally requested that the representatives of each of the two above groups present the accepted recommendation to their organizations and further requested that the principle involved in the recommendation be either accepted or rejected.

Decision on the recommendation is now pending before the California Teachers Association which decided to refer the matter to its membership.

STATE SUPPORT OF PUBLIC EDUCATION

The first meeting of the state committee appointed for the purpose of studying state support of public education and to make recommendations for the improvement of public school finance was a joint meeting held with the State Committee on Local Units of School Administration on March 24, 1934. No meetings of the committee were held prior to this time since it was desirable that the Committee on Finance await the formulation of at least a tentative program for reorganization of local units of school administration, in order that the implications of such a plan on the methods of financing schools might be given careful consideration in the development of any plan which might be proposed for revising present methods of school finance.

The committee agreed to give major emphasis in its study and plans to the equalization of educational opportunity through a program for the equalization of school support. The committee is definitely concerned with the need for revision of the state tax system, particularly from the point of view of securing adequate state revenues and of distributing the total burden of state taxes equitably. It was agreed, however, that the urgency of the need for the adoption of an equalization plan for the distribution of state school funds is such as to command the direction of the efforts of the committee to the solution of this problem.

The committee unanimously endorsed the School Finance Charter¹ recently formulated by the National Conference on the Financing of Education. A tentative statement of the principles and procedures involved in an equalization plan of public school support was presented and discussed.

It will be the immediate responsibility of the committee to develop a plan for the equalization of school support in California for submission to the State Department of Education. This plan probably will involve necessary legislation and possibly constitutional amendments to provide a budget deficit plan of school support. This will entail the determination of a minimum acceptable program of education for the state as a whole, either in terms of specific educational functions or in terms of some standard of cost based upon such factors as level of education, size of school, and transportation need. There also will be involved the development of a plan for apportionment of state school funds in such manner as to provide each school district sufficient money to make up the difference between the proceeds derived from the uniform local tax levy and the cost of the minimum acceptable educational program. Some of the specific problems which will need to be considered in the development of an equalization plan will include:

1. The effects of the recently imposed 5 per cent limitation on annual school district expenditure increases.
2. The effect of the return of operative utility property to local tax rolls, effective in 1935.
3. The effects of the elimination of county school support and the increase in state participation in school support in accordance with the Riley-Stewart tax plan.
4. Factors of economy in public school support, such as the possible consolidation of elementary, high school, and junior college district funds and their administration, and the possible elimination of duplication in business and financial administration.
5. Implications involved in the proposed program of federal participation in public school support within the states.

PUBLIC EDUCATION AND THE PUBLIC

The committee on Public Education and the Public is made up of four members of the State Department of Education, six representative educators, and thirteen prominent laymen. The committee has thus far held two meetings, one in Los Angeles on January 18, 1934, and the second in San Francisco on February 2, 1934.

¹ "School Finance Charter." *Report of National Conference on the Financing of Education*. Washington: National Education Association, 1933, p. 9. Also reprinted in *California Schools*, Vol. IV, No. 11, November, 1933, p. 369.

Since the personnel of the committee consists largely of laymen who must travel at their own expense, committee meetings have been planned to meet in two sections, one composed of representatives from the southern part of the state that meet in Los Angeles or vicinity, and the second composed of representatives from the northern part of the state to meet in some northern California city. This plan will probably be in effect throughout the entire period of the committee's work.

It is the function of the committee on Public Education and the Public to plan a program for providing authentic information for the public concerning the public schools and to interpret this information in such a manner that favorable attitudes toward public education may be developed and maintained.

As the first activity of this committee, the members devoted considerable time to becoming acquainted with public relations activities now being conducted. Special attention was given to:

1. A charter for public education.
2. A *Handbook for Rural Parent Teacher Activities and Relationships*, Department of Education Bulletin No. 12, September 15, 1933.
3. Public Schools Week observance.
4. American Education Week observance.
5. Articles and statements on public relations activities in the official publications of the California State Department of Education.
6. Provisions for emphasizing public relations activities in conferences of superintendents, principals, school supervisors, and other school officials.

To date the following recommendations have been made by the committee:

1. That each city, county, high school, and other unit of administration form a local public relations committee to consist largely of lay members. This recommendation was incorporated in an article, "Social Significance of Educational Interpretation" in the February, 1934, issue of *California Schools*.
2. That all organizations be acquainted with "A Charter for Public Education." This work is going forward continuously. Fifteen thousand reprints of "A Charter for Public Education" as it appeared in the January, 1934, issue of *California Schools* are being distributed. Meetings are being held in all sections of the state for discussion of the charter.

3. That units of work on "The Public Schools in the United States" for use in the seventh and eighth grades, junior and senior high schools, and discussion forums be prepared. Inasmuch as a committee representing the State Department of Education and the State Curriculum Commission is already at work on this project, no action has been taken on this recommendation.
4. That brief articles be published in *California Schools* each month suggesting methods of educational publicity. In accordance with this recommendation the following articles have been prepared:
 - "Social Significance of Educational Interpretation" (*California Schools*, February, 1934)
 - "Commencement Programs and Educational Interpretation" (*California Schools*, March, 1934)
 - "Interpreting the School by Direct Contact with the Home" (*California Schools*, April, 1934)Plans are under way for at least ten additional brief articles of a similar nature.
5. That the State Department of Education prepare materials for use in the observance of Public Schools Week. The material contained in *Public Relations Activities for Public Schools*, Department of Education Bulletin No. 4, February 15, 1934, was prepared with Public Schools Week observance particularly in mind. The bulletin includes a section entitled, "Suggestions for Public Schools Week Activities."
6. That the Committee on Public Relations sponsor the program of Federal Aid for Education and give it wide publicity through organizations and the press.

REORGANIZATION OF EDUCATIONAL PROGRAMS

As previously announced, the State Department of Education in considering the reorganization of educational programs is giving first attention to secondary education. To this end a state advisory committee on secondary education, composed of twenty-five school superintendents, high school principals, and college and university professors of education under the chairmanship of the Chief of the Division of Secondary Education, has been appointed. This committee conceives its task to be directed toward bringing educational programs and objectives closer to social and individual needs to the end that pupils who leave the secondary schools of the state will carry with them more adequate mental equipment in the nature of attitudes, ideals, habits, powers, and knowledge than has been possible to date.

The committee is concerned with the problem of increasing the life-preparation values in secondary education.

Among the items to which the committee is giving its attention are:

1. A general statement concerning principles of secondary education for California.
2. Methods of stimulating changes in the subject matter content of courses to increase the amount of material of high social value—and to delete the less valuable material.
3. Means for encouraging modifications in teaching methods and procedures to bring about an improvement in classroom learning activities.
4. The modification or elimination of the artificialities in the school program, or the ill effects of artificialities, which have come from tradition, mass education, rapid growth, and from vested interests, both professional and non-professional. Among these artificialities are marking systems, subject content boundaries, disarticulation between lower and higher schools, indoctrination techniques, application of single courses or standards for all children, and the isolation of school activities from the currents of life.
5. Improved individual and group guidance.
6. The development of a more functional curriculum for children of the non-college-preparation type. The question involved here is what materials and activities shall be provided which will enable the pupil to receive lasting value even if he discontinues his formal schooling at the end of the term.
7. Increasing the contribution of each activity in the curriculum to vocational adaptability, to ethical character, to cultural appreciation, to social intelligence, and to civic efficiency.
8. The promotion of lay understanding and support of variations in curriculum, methods of instruction, organization, administration, and guidance.

At the present time the committee is giving consideration to such practical aspects of the program as the following:

1. What plans can be devised to make available to leaders and teachers information concerning progressive practices now in operation in both our state and nation?
2. What are the practical methods of stimulating experimentation by individual teachers, schools, and school systems which can be carried on under the administrative handicaps now present? What devices and arrangements can be made for giving assistance in such experimentation?

3. In what ways may the interest and resources of universities, colleges, and research and curriculum bureaus be made available and used to advantage? What projects can be assigned immediately to those that may wish to cooperate?
4. Should the colleges and universities of the state be invited to give consideration to the offering of summer school and extension courses which have as their primary purpose the development of courses of study or smaller units of a course of study on a student-project basis which embody progressive principles? If so, what units or courses are needed first?
5. What shall be the program of interpreting the new high school program to the public? At what points can the layman be brought into active participation in the secondary school program?

Recognizing the need for a strong emphasis upon improved methods, procedures, and content, nine members of the Advisory Committee on Secondary Education have been appointed on the Committee on Cooperating Schools. This committee thus far has outlined its especial work to be that of serving as an agency of the State Department of Education for the purpose of initiating, guiding, and stimulating the application of improved practice in the field of secondary education.

Projected activities shall be classified under two general headings; namely, those involving college or university relationships, and those over which higher institutions exercise no control.

In connection with the initiation and study of practices involving relationships with higher institutions, the committee will:

1. Select the schools in which special projects will be undertaken. In making selections of cooperating schools, the committee will examine the existing curricula of schools applying for the privilege of participation; study the proposed project; interview representatives of the school relative to points of view, equipment, and personnel; and estimate the promise of success.
2. Make arrangements with higher institutions relative to entrance of pupils under modified admission requirements.
3. Set up and maintain standards necessary for the coordination, integration, and articulation of the cooperating schools and the modified procedures and practices with existing curricula and procedures, both above and below. The committee will recommend the discontinuance of any cooperating school that fails to make satisfactory progress toward the goals approved.

The Advisory Committee on Secondary Education meets in two groups; twelve members in the northern group and twelve members

in the southern group, each meeting with the chairman who coordinates the work of the committee. Since this committee has been meeting for only a short time no further accomplishment can be reported at this time.

APPRECIATION

The program of these committees will be reported from time to time with a view to keeping school officials and the public informed concerning the deliberations of the committees and the proposals developed. The State Department of Education is extremely appreciative of the generosity with which members of the several state committees have given of their time and energy. The fact that many of the members are attending the committee meetings entirely at their own expense is indicative of the public interest which motivates them.

The cooperation of school officials and the public is earnestly desired. Suggestions for advice of the several state committees are solicited in order that all essential points of view may be considered.

Interpreting the School by Direct Contact With the Home

HELEN HEFFERNAN, *Chief, Division of Elementary Education and
Rural Schools*

"Parents Know Your Schools" has been literally used by educators as a slogan in campaigns to bring the home and the school together for their mutual benefit in solving the problems of child development.

The committee on Public Relations of the State Department of Education, viewing education from the point of view of a group of representative laymen, recommends that the slogan be reversed to read, "Schools Know Your Homes." Modern education is conceived in terms of "the whole child." The home exerts a tremendous influence upon the child. This influence may be advantageous but in many cases it is unfortunately detrimental. The school can not function effectively unless it knows the kind of environment the home provides for the child's out-of-school hours.

Many parents never avail themselves of the opportunity to visit the school and make the acquaintance of the teacher. Such parents tend to have less understanding and sympathy for the program of education. The teacher's visit to these homes may often be the *only* agency of educational interpretation by which they may be reached.

The teacher's visit to the home frequently gives her the key to the solution of difficult cases of maladjustment. Sometimes a tactful suggestion graciously given by a teacher who is demonstrating her friendliness by her presence in the home may remedy a situation which is influencing the child unfavorably.

The teacher's visit will reveal to her many facts of inestimable value in her work with the child. She will have an opportunity to observe the health conditions of the home. Many children are maladjusted in school because of physical defects or improper health habits. Poor habits of eating, insufficient rest, inadequate out-door play, the presence of chronic disease, tension in the home due to excessive nervousness or irritability on the part of one of the members may determine largely the degree of effectiveness of the educational program.

The home visit by the teacher will reveal the cultural level of the home. Her adjustment of education to the child's individual needs will be more intelligent if she knows the type of English used in the home, the taste in literature and art, the interest or lack of interest on the part of the home for the things happening in the world. Some

homes supply the child richly with cultural background. For the child from a home which is socially impoverished the teacher must enrich his school experience to compensate for the lack in his home environment.

The school has always recognized that a large part of the child's education is obtained in his out of school contacts. The home may be providing many activities supplementing and enriching the child's school experiences. Music, art, recreational activities are provided by parents who understand the importance of guiding children to interests and pleasures which give richness and fullness to life. The teacher is greatly aided if she can know the extent to which the home is promoting such educative activities.

The attitudes of parents toward the school, their aspirations for their children, the ideals which motivate the home life are inextricably woven into the child's personality. These become apparent to the teacher visiting the home with the sole purpose of making her work function to help each child as fully as possible.

Superintendents and principals may well incorporate *home visits* as an integral part of their public relations programs. The teacher's visit will be welcomed in the great majority of homes and afterward the school will no longer be a remote institution linked to the home by a formal and impersonal report card, but a valuable opportunity for the child to spend profitable, happy hours with a teacher who is personally known in the home.

DEPARTMENTAL COMMUNICATIONS

Division of Research and Statistics

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction
and Chief, Division of Research and Statistics*

SCHOOL DISTRICT BUDGET FORMS REVISED FOR 1934-1935

Revised forms for the budgets of elementary school, high school, and junior college districts have been completed and are in the hands of the printer at the present time. These forms will be distributed to county and city superintendents of schools within a few days for use for the school year 1934-1935. District trustees and superintendents should be informed of the fact that the budget forms have been revised and that the old forms previously employed are not to be used for the school year 1934-1935.

UNIFORM CLASSIFICATION OF ACCOUNTS

The tentative report has been submitted by the state committee on uniform classification of school district expenditures. This report will be circulated to the general state committee on school accounting for criticism and suggestion. As soon as reports have been received from the members of this state committee it is planned to place in the hands of school administrators and school boards copies of the report which presents a uniform classification of school district expenditures and a coding system for use in identification of expenditure classifications. It is hoped that this report will be available in final form in time for school officials to revise their financial accounting forms for use during the school year 1934-1935.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NATIONAL STUDENT FORUM ON THE PARIS PACT

The attention of high school principals whose schools are enrolled in the National Student Forum on the Paris Pact is directed to the requirement that *reporting* schools should send a list of projects selected, together with reports of progress, before April 15, 1934, to Ivan R. Waterman, State Chairman of the forum. This report should include the number of students participating and a list of students who have done especially meritorious work on the Paris Pact.

Division of Health and Physical Education

N. P. NEILSON, Chief

HEALTH, PHYSICAL EDUCATION, AND RECREATION WORKERS TO MEET IN SANTA BARBARA

The annual meeting of the California Association of Health, Physical Education, and Recreation will be held at Hotel Carrillo, Santa Barbara, April 7, 1934, beginning at 9:00 a.m.

Emergency programs, public relations, curriculum content, measurement programs, and competitive athletics are the topics to be discussed. It is expected that the organization of the Southwest District of the American Physical Education Association will be effected at this meeting.

The Western Division Conference of the National Recreation Association will convene at Recreation Center, Santa Barbara, April 5, 6, and 7, 1934. Lay and professional recreation leaders will share in a comprehensive program covering the essentials in recreational publicity, democratizing the community arts, camp and nature crafts administration, city planning of recreational open spaces, and emergency recreation service and administration.

The general theme is Community Recreation and the New Deal. Teachers and administrators are cordially invited to attend these conferences.

INTERPRETATIONS OF SCHOOL LAW

Appellate Court Decisions

Liability of District for Injury to Pupils

Where a high school pupil enrolled in a class in chemistry was injured by an explosion in performing an experiment with the consent of the instructor and it appeared from the evidence that the pupil was not using the proper chemicals and was improperly mixing the chemicals and that the instructor of the class was present in the laboratory and saw or could have seen that the pupil was neither using the chemicals specified for the experiment nor was properly mixing the chemicals and failed to warn the pupil of the danger of improperly mixing the chemicals or of the danger of using chemicals in the experiment other than those specified, a judgment of nonsuit was improperly given in an action brought by the pupil against the district and the trustees thereof for damages for personal injuries.

(Mastrangelo etc. vs. West Side Union High School District of Merced County, etc., et al., Mastrangelo etc. et al. vs. West Side Union High School District of Merced County etc. et al., 76 C. A. D. 637, --- Pac. (2nd) ----)

Revocation of Teaching Credential

Where a permanent employee was dismissed during the school year 1925-1926 by the governing board of a school district under Political Code section 1609 (which at that time included the Tenure Law) after a hearing upon charges filed against said teacher, and the charges were thereafter found to be untrue by a court of competent jurisdiction and the teacher was reinstated by order of the court, the finding of the court that such charges were untrue does not preclude the State Board of Education from hearing and acting upon the same charges, filed with the State Board of Education on August 2, 1929, and determining whether or not the life diploma of said teacher should be revoked, for the reason that the parties to the two proceedings are distinct as are also the two proceedings themselves, each of the two proceedings having different objects and purposes in view.

Furthermore, section 338, Code of Civil Procedure (Statute of Limitations) does not apply to proceedings which are not civil actions or special proceedings in court.

(Saxton vs. State Board of Education, etc. et al., 76 C. A. D. 684, --- Pac. (2nd) ----)

Superior Court Decisions

Use of School Buildings as Civic Centers

In two decisions recently handed down by the Superior Court of the State of California in and for the county of Kern in two actions (Nos. 27101 and 27121) it is held that the governing board of a school district may, under the Civic Center Law (School Code sections 6.740 *et seq.*), before permitting any organization to use a building of the district for a public meeting therein, require a copy of the speeches to be made at such meeting to be filed with the Board. *Henderson vs. Board of Education of the Bakersfield School District* (Superior Court, Kern County No. 27101); *McFarland vs. Board of Education of the City of Bakersfield* (Superior Court, Kern County No. 27121).

CORRECTION

The Attorney General's opinion on Insurance of District Property in Mutual Insurance Companies, digested on pages 367 and 368 of *California Schools*, November, 1933, is erroneously reported as A.G.O. 8773. The correct number is A.G.O. 8733.

FOR YOUR INFORMATION

HIGH LIGHTS FROM DEPARTMENT OF SUPERINTENDENCE CONVENTION

Following are excerpts from important addresses delivered at the recent meetings of the Department of Superintendence of the National Education Association and of other organizations meeting with the Department of Superintendence at the recent convention at Cleveland.

The depression gives education the greatest opportunity of a century, if educators will rise to the challenge. The depression has bred a spirit of dissatisfaction with old methods which lays the foundation for a much needed educational revolution.

Perhaps it is not a coincidence that the educational revolution that was wrought by Horace Mann and Henry Barnard was begun in the thirties of the past century—a period of great depression.

Education for a changing social order must be based on an understanding of the facts of the changes that are going on, especially the causes that are producing those changes.

If the public sees that educators are awake to the situation and are trying to do their part to meet the new situation, there will be hearty support for changes that would have aroused an opposition impossible to overcome a few years ago. Here lies the open opportunity for the educators of America. How eagerly and adequately will they rise to meet it?

*John Dewey, Professor Emeritus of
Philosophy, Columbia University*

We know beyond reasonable doubt that sufficient natural resources, machine technology, and skilled man power are now available to produce a high standard of living for every man, woman, and child in America.

An economy of abundance will make possible a greatly increased expenditure for education. In a plenty economy it will be impractical to continue to think of a curtailed educational program, as we do at present in our scarcity economy.

In order to contribute effectively to the task of social reconstruction, educators must recognize the need for a powerful and inspired professional group which can cooperate with other organized groups in the common purpose of ushering in the social planning economy.

*Harold Rugg, Teachers College,
Columbia University*

In our teaching of history we must stress the common fate and destiny of the human race and emphasize the fact of our human interdependence.

We must clearly show that no nation can live unto itself and solve its problems alone. No problems are ever solved by war. In peace alone can human life unfold and the ideals of mankind thrive.

If democracy has any future at all, that future lies with the great historic democracies of the world—England, France, and the United States. If we fail to vitalize our democratic institutions, to improve our political apparatus so that by means of them we shall be able to solve our desperate economic problems and bring about greater justice and greater security—then democracy will go under, even here.

Here then is our task: to prepare our children for the new day by stressing the social sciences, by frank and honest discussions of conditions as they are and of the projected plans by which to reconstruct them, by emphasizing the supremacy of the

cooperative life, by preparing our youth for active participation in political life, by arousing them to those supplementary curricular activities which in later life will enable them to use leisure creatively, and by widening their mental and spiritual horizons, so as to include the whole of humanity, the federated society of tomorrow.

Rabbi Abba Hillel Silver, Cleveland

The schoolroom must become a moral and social laboratory where the old verities of honesty, probity, good-will, and tolerance are analyzed, rationalized, and the ways of right justified to youth.

If any one thing is clear at this time, it is that education has a more important part to play in realizing the new social order than has the government itself, because the very essence of the thing is right conduct and this must be the result of teaching and not of legislation.

Bring the fundamental problems of morality into the classroom where reason and ripe experience may analyze them, and have the pupils apply the general principles evolved to everyday experiences.

*Harold G. Campbell, Superintendent,
New York City*

In the new democracy education must share in the responsibility of maintaining social stability and giving purpose and direction to social change. The major function of the school is the social orientation of the individual.

The main problem of curriculum revision today is not one of technique but of purpose. The school is concerned with the reshaping of our national destiny.

*Jesse H. Newlon, Director of Lincoln School,
Teachers College, Columbia University*

We cannot make good citizens of those who cannot see their actual relation to society and cannot therefore become conscious of their actual responsibilities.

Education in this new age will be effective because it will be dealing not with the worn-out axioms of former ages, nor with the other-worldly dreams of those who can find no place in their utopias for the facts of human nature. It will be effective because it will be dealing with actualities. And there is no reason why it should not be as effective in the development of social and spiritual values as it now is in the development of material achievements.

Edward A. Filene, Boston

Democracy is on trial throughout the world as never before in history. In more than one country democratic government has been supplanted by some form of centralized action. We in America cannot hope to escape the same fate unless we take the necessary measures for widespread education of adults in present-day social problems. Popular education will forever be the necessary corollary to popular government.

*George F. Zook, United States Commissioner
of Education*

It is very possible that our national leaders will in time be worrying more about the overcrowded, mechanized, routinized, and socially stratified city schools, located in noisy, smoke-enshrouded, crime-infested, bread-line surroundings that are not comparable as an educational setting to the pastoral environment of our typical smaller schools.

*R. V. Hunkins, Superintendent,
Lead, South Dakota*

Evidence from the National Survey of School Finance similarly shows that when states have put their houses in order, intolerable conditions will still exist in

many of the states. Under the most ideal developments to be hoped for in the next two or three decades, we will find the foundation programs operated by approximately half of the states of the Union below a foundation program which should be tolerated. This situation can only be met by a straightforward attack upon the financing of an acceptable foundation program by the federal government working in cooperation with the states.

*Paul R. Mort, Teachers College,
Columbia University*

It now is time to let the youngsters in our schools know they can have enough to eat without charity, and get jobs with livable wages under a new economic order.

*Clyde Miller, Teachers College,
Columbia University*

The right of the child to school attendance and a chance to do something worthwhile in school must be observed regardless of residence, race, or economic status. It constitutes an inalienable claim, not only on the financial resources of governmental agencies but on each of us.

*Milton C. Potter, Superintendent,
Milwaukee, Wisconsin*

The school administrator will gradually accept a higher degree of responsibility for the planning of school buildings. He is anxious to have school buildings fully adapted to the real educational needs of teacher and pupil. He desires to have teacher and supervisor participate to a major degree in securing the final building result. He is anxious to have every taxpayer's dollar produce returns in a school building in which a maximum educational program may be advanced and a minimum cost program for operation and maintenance may be carried on.

*N. L. Englehardt, Teachers College,
Columbia University*

EDUCATIONAL BROADCASTS

Education at the Crossroads

The Education at the Crossroads program given every Saturday evening at 7:00 p.m., PST, over station KPO, under the auspices of the California State Department of Education, continues with the following broadcasts:

- April 7—Program of music by the Burlingame High School Boys' Chorus, Fredric Roehr, Director.
- April 14—Dr. R. S. French, Principal, California School for the Blind, The Education of Handicapped Children as a Part of the Public School Program.
- April 21—Charles Albert Adams, Attorney and Member of the State Council of Educational Planning and Coordination, What and Why is Public Schools Week?
- April 28—What School Means to Me. Citizenship Through the Schools. By selected students from the San Francisco High School.
- May 5—Dr. Edwin A. Lee, Superintendent of Schools of San Francisco, Some Educational Traffic Signs.

RADIO PROGRAMS FOR PUBLIC SCHOOLS WEEK

A committee consisting of representatives from the National Broadcasting Company, State Department of Education, University of California, California teachers' organizations, Parent-Teacher Association, Federation of Women's Clubs, State Chamber of Commerce, American Legion, and other state organizations is arranging a series of programs on education to be released during Public Schools Week. School officials are advised to consult their local newspapers for details of these programs which will be announced at an early date.

The Use of Broadcasts in the Classroom

Radio offers an excellent opportunity for enriching the instruction in many courses offered in the schools. Never has this institution offered so many interesting programs as now are being given over the air. Teachers may profitably use many of these programs either by arranging for classes to hear the programs as a part of their instructional work in the classroom or by giving assignments for students to listen to certain programs and make reports, discussing the salient points brought out by the speakers. Some of these programs released by the NBC are as follows:

- National Youth Radio Conference, Sunday, 10:30 a.m., KGO, KFI, KFSD.
Our American Schools, under the auspices of the National Education Association, Sundays, 3:30 p.m., KPO, KDYL.
Talks on Science by Henry M. Hyde, Sundays, 5:45 p.m., KPO.
Readers' Guide by Joseph Henry Jackson, Sundays, 9:00 p.m., KGO, KFI, KFSD.
Current News Broadcast especially arranged for the schools by the San Francisco *Call-Bulletin*, daily except for Saturdays and Sundays, 9:30 a.m., KPO.
Western Farm and Home Hour, University of California College of Agriculture, daily except Sundays, 12:15 p.m., KGO, KFI, KFSD.
Your Health, under the auspices of the American Medical Association, Mondays, 2:00 p.m., KPO, KDYL.
University of California Program, daily except Saturdays and Sundays, 3:45 p.m., KPO, KECA, KFSD.
Art and Music, Mondays, 4:00 p.m., KGO.
Safety First Program under the auspices of the California State Automobile Association, Mondays, 6:30 p.m., KPO.
Stanford University Program, Mondays, 7:45 p.m., KPO.
Your Child, Tuesday, 8:15 a.m., KGO, KECA, KFSD.
You and Your Government, Tuesdays, 4:15 p.m., KPO.
The March of Progress, California State Chamber of Commerce Program, Tuesdays, 7:30 p.m., KPO.
Standard School Broadcast, Thursdays, 11:00 a.m., KGO, KPO, KFS, KFSD.
Standard Symphony Hour, Thursdays, 8:15 p.m., KGO, KFI.
NBC Music Appreciation Hour, Fridays, 8:00 a.m., KPO, KFI, KFSD.
Magic of Speech, Fridays, 11:00 a.m., KPO.
Commonwealth Luncheon Club, Fridays, 12:45 p.m., KPO.
Mind Ways: Stories of Human Behavior, Fridays, 5:00 p.m., KGO, KFSD, KGHL, KEX, KGQ.
Economics of the New Deal, Saturdays, 2:30 p.m., KGO, KFSD.
Art in America, Saturdays, 5:00 p.m., KPO, KECA, KFSD.

The following programs are released by the Columbia Broadcasting System. The days and time may be secured by referring to the daily papers:

Philadelphia Orchestra, Science Service, Student Federation Program, Library of Congress Series, The March of Time, The Academy of Medicine.
The American School of the Air, daily except Saturdays and Sundays, 11:30 a.m., to 12:00 m.

CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION MEETING

The thirteenth annual meeting of the California Educational Research Association (Northern Section) will be held May 4 and 5, 1934, at the San Jose State Teachers College.

Friday morning, a general session will be devoted to a consideration of problems and research in the field of secondary education under the chairmanship of Walter R. Hepner, Chief of the Division of Secondary Education of the State Department of Education. All secondary school administrators are particularly invited to attend this session. Friday afternoon, three group sessions are scheduled: (1) Research in Student Personnel, (2) Research in Vocational Guidance, (3) Other Educational Research. A banquet session will be held on Friday evening. Saturday morning a short business session will be followed by a general session devoted to Problems and Research in Adult Education under the chairmanship of David L. MacKaye, Director of Adult Education, San Jose. Special emphasis will be placed on the activities now being carried on under the federal emergency relief program.

The program has been specially planned to be of interest and value to school administrators and teachers as well as to those engaged in educational research. A large attendance from educators in Northern California is desired.

MAY DAY—CHILD HEALTH DAY

May first is designated for the observance of the tenth anniversary of National Child Health Day. Each year since its initiation by the American Child Health Association in 1924 this occasion has brought to communities an increased realization of the importance of child health and welfare. Last year the Conference of State and Provincial Health Authorities of North America assumed the responsibility for the national conduct of Child Health Day. This conference has decided to continue the use of last year's slogan, "Mothers and babies first," believing that adequate care for babies and for expectant and nursing mothers must be the foundation on which to build a nation of healthy children. Local communities are urged to plan community projects in

line with particular community needs. Of all the values of May Day-Child Health Day perhaps the greatest is the opportunity presented to enlist the active interest of community groups which might otherwise not give the subject of child health any particular thought, and to draw them into a general community program for the promotion of child health and development.

RECORD FORMS FOR TEACHER GROWTH AND DEVELOPMENT

A set of record forms devised for use in connection with the supervision of teacher growth and development has proved effective in the program of the Oakland public schools. These forms consist of (1) Principal's Confidential Report on Probationary Teachers, (2) Administrative Rating of Teachers, (3) Principal's Confidential Report on Substitute Teachers, (4) Teacher's Aid for Program of Growth, (5) Teacher Growth in Service, (6) Outline for Principal's Conference with Superintendent's Cabinet, (7) Outline for Supervisor's Conference with Superintendent's Cabinet.

The administrative rating of teachers does not use a point system but calls for a listing by the principal of outstanding qualities and achievement and of weaknesses of the teacher. This report is used in connection with selecting teacher committees and in the program for improvement of teachers in service. The Teacher's Aid for Program of Growth has been found helpful in stimulating teachers to self-improvement. The form is designed for the teacher's own guidance and is not filed or shown to school officials or other persons except upon the desire of the teacher.

This series of forms has proved a great aid in the Oakland public schools in the program for improving teachers in service. Further information concerning the forms may be obtained from Willard E. Givens, Superintendent of Oakland City Schools.

SCHOLARSHIPS AT THE UNIVERSITY OF REDLANDS

Dr. Clarence Howe Thurber, President of the University of Redlands, announces that the University will offer annually competitive scholarships for four years to the ten highest ranking freshmen, five men and five women, after their first year of work. This plan will be established at the beginning of the academic year in 1934. The scholarships will be available for a period of four years if the student maintains a position in the upper one-fifth of his class.

Eligibility stipulations for a competitive scholarship require that the freshman must have ranked in the upper one-fifth of his graduating class in high school. He must also indicate his intentions to compete at the beginning of the year by registering in the office of the president.

FIELD COURSES IN EUROPEAN EDUCATION

The International Institute of Teachers College, Columbia University, announces field courses by German, French, and English educational authorities, involving travel and study abroad during the summer of 1934.

Full details of the courses and travel arrangements will be sent to interested persons upon request to Dr. Thomas Alexander, International Institute, Teachers College, Columbia University, New York City.

EDUCATION MONOGRAPHS

The University of Southern California announces a new series of education monographs consisting of student and faculty research studies of outstanding quality and interest. Education Monograph No. 1, *The Educational Philosophy of Giovanni Gentile*, by Dr. Merritt M. Thompson, Associate Professor of Education, University of Southern California, and Education Monograph No. 2, *The Evolution of Business Education in the United States and Its Implications for Business-Teacher Education*, by Dr. Jessie Graham, Assistant Professor of Commerce, State Teachers College, San Jose, California, are now ready for distribution. A review of the latter by Dr. Ira W. Kibby appears on page 140 of this issue. The monographs will be published bi-monthly and will sell for \$1.50 per single issue, or four numbers for \$5.

DANGER FROM BLASTING CAPS

The Institute of Makers of Explosives calls attention to the ever-present danger of blasting cap accidents to children, and emphasizes the necessity for educating the youth of the country to the dangers of using blasting caps as toys. Even though warnings are placed in boxes of explosives shipped from factories, children are not protected from the carelessness of some workers who leave caps lying about following blasting operations. Records for the past two years show a material decrease in accidents from this source, but there is still need for improvement. Concentrated effort on the part of parents and teachers would result in a decrease of these unnecessary accidents.

WORKERS EDUCATION SUPERVISION

In connection with the Emergency Educational Program, funds are available for the development of a program of workers education in the field of adult education. Workers education is defined as education for persons whose previous schooling or experience does not enable

them to profit by the usual lecture course or adult school class. Educational work for men and women working in factories, stores, and offices; for laborers, foreign language groups, transients, CCC camps, and other unemployed groups is included under the division of workers education.

Mrs. Lucy Wilcox Adams, who has been assigned to the State Department of Education to assist in the development of this program in California, maintains offices at the State Department of Education, 311 California State Building, Los Angeles, and will be glad to assist local school administrators in the development of workers education programs in their respective areas.

OCCUPATIONS

Of interest to educators and others who are concerned about the occupational future of students and unemployed is a symposium of six articles on "Occupational Distribution and Trends" in the February, 1934, number of *Occupations, the Vocational Guidance Magazine*. Special editors for this issue are Walter V. Bingham, Director of the Personnel Research Federation, and Harold F. Clark, Professor of Education in Teachers College, Columbia University. Single copies of the magazine may be purchased at fifty cents, check or stamps with order, postpaid, from the National Occupational Conference, 522 Fifth Avenue, New York City.

CONSERVATION WEEK

The week of April 15 to 21, 1934, has been designated as Conservation Week. School administrators and teachers are requested to plan programs and activities for the appropriate observance of the week in the schools. The state-wide observance of this week is being sponsored by Mrs. J. F. Manning, California Chairman of the Garden Club of America, and has received the endorsement of various civic organizations throughout the state.

PROFESSIONAL LITERATURE

REVIEWS

Belmont Farley. *School Publicity*. Stanford University, California: Stanford University Press, 1934. iv+118 pp.

Public sentiment is an important element in the success or failure of enterprises and institutions. The success of public education in the United States is attributable in no small measure to the great faith of the American people in public education as an essential safeguard to democratic ideals and institutions, and to a favorable public attitude toward the work of the public schools. As school programs are being constantly adapted better to meet the changing civic, social, and economic conditions of modern life, there is a growing need for a continuous program for interpreting the schools to the public. The continued effectiveness of the public schools depends upon an appreciation of the place of public education in the new order and upon an understanding of modern educational practice and procedures. School publicity as a means of promoting such appreciation and understanding thus becomes one of the most important functions of educational administration.

School Publicity, by Dr. Farley, whose research on *What to Tell the People About the Public Schools*¹ has demonstrated the relative importance of various types of information concerning the public schools, should prove a valuable guide to methods and practice in school publicity.

This monograph is divided into five chapters. Chapter I, The Philosophy of Educational Interpretation, clearly shows the advantages of a continuous program of publicity over the campaign type as a means of maintaining desirable public relations, although the necessity of the latter type to meet emergency conditions is recognized. Four distinct audiences of school publicity, the board of education, school employees, the pupils, and the public are considered, and the adaptation of publicity methods to meet the special interests of each is discussed.

Chapter II, devoted to the Administrative Machinery of Educational Interpretation, discusses the organization of the entire educational staff for school publicity purposes and describes the function of the superintendent of schools, board of education, director of publicity, department of research, school principals, faculty, pupils, teacher associations, and community organizations in a comprehensive publicity program.

Avenues of Interpretation Within the School is the subject of Chapter III. Special consideration is here given to the annual report of the superintendent to the board of education, which often becomes an avenue of approach to the public. "House organs" or superintendents' bulletins, faculty meetings, and teachers' association publications are considered as instruments of interpretation to the faculty. Various phases of the school program itself are shown to offer avenues through which the school is interpreted to pupils, and through pupils to the public at large.

Chapter IV, Avenues of Interpretation to the Public, offers suggestions for the use of such instruments and agencies as school exhibits, the newspaper, the radio, American Education Week, home contacts, and community organizations.

Chapter V, Principles and Practices of Educational Interpretation, presents certain guiding principles which are basic to an effective publicity program and cites practices showing how these principles may be applied.

The entire volume is rich in illustrative material and examples of various types of publicity of proved worth in interpreting education to the public during

¹Belmont Farley. *What to Tell the People About the Public Schools*. New York: Teachers College, Columbia University, Contributions to Education No. 355, 1929, p. 23.

recent years which should prove stimulating to administrators in planning and carrying out their own programs. At the end of each chapter is a list of helpful reference materials. As a guide and handbook of educational interpretation, the monograph well deserves a place in the professional libraries of school administrators.

IVAN R. WATERMAN.

MEYER F. NIMKOFF. *The Child*. Philadelphia: J. B. Lippincott Company. 1934. ix+303 pp.

The adequate development of human personality is the most urgent need of the present. A wealth of scientific evidence points to the fact that the realization of adequate development is dominated by the influences that surround the individual in childhood. Guidance of children toward conscious goals, which will result in normal and harmonious growth of all the varying aspects of human personality is the keynote of this readable contribution to the literature of child study.

After a brief presentation of the point of view in two introductory chapters, the author divides his material into two major and approximately equal sections. The first section analyzes the physical, mental, emotional, and social development of the child; this analysis is predicated upon a study of the impulses, predispositions, and possibilities with which the individual begins life due to his heredity. The author hesitates to do violence to the unity of life by an examination of the composite parts of human personality and reiterates that "all parts work together" for "life is an organic whole." The second section analyzes the interests which influence the child's development as a member of the social group. Here the child is considered in relation to his family, play, school, work, esthetic and religious experiences.

Each chapter is followed by a carefully selected list of readings. These reference lists are no mere sop to conventional academic form, but provide intelligent guidance to the student desiring to elaborate his understanding of the textual material. Each reference is accompanied by challenging questions which tie it closely to the author's treatment of the subject.

In regard to the classical controversy or the significance of heredity versus environment, this presentation calls for a recognition that human personality is the product of both forces and both are subject to control. There is no doubt, however, of the wide range of inherited factors or the vast scope of their sources.

Normal physical development is characterized by two aspects: growth and condition. Improper development or malfunctioning may have disastrous effects upon the development of personality. Among the more significant abnormalities are, (1) alteration in the circulation of the blood to the brain, (2) poisoning of the blood, (3) brain injury, and (4) glandular malfunctioning. Extensive research has accumulated significant data upon the physical aspects of child growth. It is indisputable that the child's physical development is basic to his personality.

The nervous system has two main divisions: the cerebro-spinal which controls the workings of the mind; the autonomic which regulates the emotions. The intellectual activity of the young child is slight; motor activity is dominant. The child achieves control over his movements by (1) general practice: exercise of the body involving a large part of the organism in general activity, (2) by the specific practice of certain individual acts, and (3) by the natural structural maturation of his body. This growth emphasizes the importance of attention to the child's general physical well-being and growth of bone structure and indicates that certain more refined motor skills must await proper maturation. The rudiments of thought appear early in the child's development. They are expressed largely through motor activity because the vehicle of intellectual expression, namely language, is limited.

The child's emotional life basically governs conduct and is the chief determinant of achievement and happiness. The author traces the emotional development of

the child from infancy through adolescence to maturity and gives specific suggestions for the treatment of emotional imbalance as expressed by fear and anger, and by fixations and regressions in the affectional life of the individual.

The problem of social adjustment differs from the physical, mental, and emotional development of the individual in that it is a matter of group relations rather than individualistic and personal growth. The child's social development proceeds along the lines of: the growth of gregariousness and the development of a social personality. Such problems in the process of socialization as the development of speech and the problem of guiding children to the acceptance of honesty as a social standard are practically treated.

The author's analysis of the child in relation to his family experience is one full of suggestion and guidance for parents. Teachers will find many explanations for behavior problems in school in the analysis of defective parental functioning.

The value of play in the development of the child is analyzed as "a safety valve," "a drive to activity," "preparation," and "experimentation." The forms of play from infancy to maturation are discussed and appropriate playthings at various levels of development are listed. Play looms large in the early experiences of childhood.

Maladjustments which may develop are treated in relation to the child's school experience. Teachers and school administrators will be interested in the major causes for educational maladjustment: retardation, acceleration, and misplacement. Other causes for maladjustment may be due to (1) the nature of the child himself: physical, mental, and emotional deficiency; (2) to his home life: poverty, or social and spiritual impoverishment; (3) his school: policy, procedure, or personnel. The author sees the solution of many of these problems in educational readjustment particularly; the adaptation of education to individual differences and the education of the whole child.

The forms and values of esthetic experiences, their development in the life of the individual, and the child's esthetic interests are interestingly presented. The author leans to the informal method of cultivating esthetic interests, that is: surrounding the child with beauty, interpreting beauty to the child, and encouraging the child to express himself esthetically. The work of Cizek and Coleman are illustrative of this point of view.

The child and his religious experiences are analyzed from the standpoint of their source, methods of religious training, nature of religious experiences, and significance of these experiences in the conduct of the child. The author says:

The ethical life calls for the *doing* of good. The best way for children to know such a life is for them to live it. And the easiest and surest way for them to learn how to live it is through the good example of their elders. Ethical behavior in children is thus the outcome of an ethical society.

This book would be useful (1) as a text in classes in growth and development of the child in teacher training institutions, (2) as professional reading of the teacher in service to bring herself up to date in her educational psychology, (3) for reading in parent education groups or by individual parents concerned with the rearing of children, or (4) any citizen who agrees with the author's point of view that the development of human personality is the most urgent need of the present.

HELEN HEFFERNAN

JESSIE GRAHAM. *Evolution of Business Education in the United States*. Southern California Education Monographs, 1933-34 Series. Los Angeles: University of Southern California, 1933. 228 pp.

In the rapidly changing program of secondary education it is desirable from time to time to study and review the development of the different fields of instruction in order to discover their relationships to the program as a whole, as well as to check on their contributing values in terms of the desired outcomes of the educational program. It is furthermore important to understand the development and

trends of instruction in a field in order to organize an adequate program for the training of teachers.

The above monograph is the result of a comprehensive study of the changing aims and curricula of secondary business education in the United States. Implications of these changes were carefully analyzed for their effect upon the secondary business curricula and especially their effect on the program for the training of teachers of business subjects.

The study is divided into four parts. Part I is devoted to the orientation of the problem in its educational setting.

Part II gives an analysis of the past and current aims as well as the curricula of secondary education. The author divides the development of business education into three major periods: the colonial period, the period of struggle for national and economic independence, and the period of economic integration and industrial organization and shows that each period made a significant and distinct contribution to business education.

Part III is a study of present practices and current trends in business teacher training. The training facilities for teachers of business subjects have continually lagged behind the facilities for the training of teachers in other special subjects as well as academic subjects. The study, however, shows a very decided increase in the facilities for the training of teachers of business subjects recently but points out that a more adequate teacher training program is needed.

Part IV gives an evaluation of current practices in business teacher training with a summary of findings, conclusions, and recommendations.

Following is certain of the trends in business education found in this study:

1. Business education has passed from a stage of individualistic to social emphasis in harmony with American economic life.
2. Trends in the aims of business education are:
 - a. Continued emphasis upon the aim of preparing pupils for simple office positions
 - b. Increased emphasis upon the adaptation of business education to the needs of social and civic life
 - c. A trend toward giving necessary business information and skills to all pupils
 - d. A trend toward universal recognition of the identification of the aims of business education with those of all secondary education
3. Trends in secondary business curricula are:
 - a. A trend away from the requirement of traditional college entrance subjects
 - b. A trend toward fusion courses
 - c. A trend toward more electives
 - d. A trend toward differentiated curricula

The study is a valuable contribution to secondary business education and can be read profitably by educators interested in business education.

IRA W. KIBBY

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